

TEACHING AND LEARNING DEVELOPMENTS AND DIRECTIONS AT CENTRAL QUEENSLAND UNIVERSITY

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SELECTED RECENT/CURRENT PUBLISHED INFORMATION ABOUT TEACHING AND LEARNING AT CENTRAL QUEENSLAND UNIVERSITY¹

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Aldred, S., Hinton, L., & Danaher, P. A. (Eds.) (2004, October/November). *Best practice in university learning and teaching: Learning from our challenges. Double theme issue of Studies in Learning, Evaluation, Innovation and Development, 1(1/2), i-ii+1-62/1-76.*

Jenny Anastasi, "Re-entry to Nursing: Student Focus in the Competence Assessment Service Program", Volume 1, Number 1, pp. 8-15.

Judith E. Brown, "Moving Towards Excellence: Creating a Teaching Framework That Challenges Musicians to a Pursuit of Excellence", Volume 1, Number 1, pp. 16-23.

Antony Dekkers, "The Development and Use of Background Mathematics Materials Needed by Students for Engineering Programs at Central Queensland University", Volume 1, Number 1, pp. 24-31.

Karen Gallie and Darren Joubert, "Paradigm Shift: From Traditional to Online Education", Volume 1, Number 1, pp. 32-36.

Leone Hinton, "Plagiarism: Learning from Our Challenges", Volume 1, Number 1, pp. 37-46.

David Jones, "The Conceptualisation of e-Learning: Lessons and Implications", Volume 1, Number 1, pp. 47-55.

Jo Kehoe, Beth Tennent and Karen Windeknecht, "The Challenge of Flexible and Non-traditional Learning and Teaching Methods: Best Practice in Every Situation?", Volume 1, Number 1, pp. 56-63.

Ingrid Kennedy, "An Assessment Strategy to Help Forestall Plagiarism Problems", Volume 1, Number 2, pp. 1-8.

Jenny Kofoed, "Can Students Improve Performance by Clicking More? Engaging Students Through Online Delivery", Volume 1, Number 2, pp. 9-18.

Jo Luck, David Jones, Jeanne McConachie and P. A. Danaher, "Challenging Enterprises and Subcultures: Interrogating 'Best Practice' in Central Queensland University's Course Management Systems", Volume 1, Number 2, pp. 19-31.

Ken Purnell, Jim Callan, Greg Whymark and Anna Gralton, "Managing Learner Interactivity: A Precursor to Knowledge Exchange", Volume 1, Number 2, pp. 32-44.

Teresa Sander and Sonja Cleary, "Medication Mathematics Competency for Bachelor of Nursing Students: Results and Challenges of a First Year Screen Testing", Volume 1, Number 2, pp. 45-52.

Phillipa Sturgess and Mark Kennedy, "DE Mentor: The Challenge of Supporting Distance Learners", Volume 1, Number 2, pp. 53-60.

Greg Whymark, Jim Callan and Ken Purnell, "Online Learning Predicates Teamwork: Collaboration Underscores Student Engagement", Volume 1, Number 2, pp. 61-71.

Coombes, P. N., Danaher, M. J. M., & Danaher, P. A. (Eds.) (in press). *Strategic uncertainties: Ethics, politics and risk in contemporary educational research*. Flaxton, Qld: Post Pressed.

Sue McIntosh, "Developing a Critical Writing Course: A Risky Business".

Jenny Simpson, "Freedom to Live: The Ethical Responsibilities of Researching a Hero's Journey".

Teresa Moore, “(En)Gendering Risk: Reflecting on Risks and Dilemmas When Researching Academic Women in a Hostile Terrain”.

Jo Luck, “Technological Agents?: Exploring the Ethics, Risks and Politics of Researching Nonhuman Entities”.

Danaher, G. R., Moriarty, B. J., & Danaher, P. A. (Eds.) (2003, Winter). *Bush lessons down under: Educational experiences in regional, rural and remote Australia*. Theme issue of the *Journal of Research in Rural Education*, 18(3), 129-172.

Beverley Moriarty, Patrick Alan Danaher and Geoff Danaher, “Situating and Interrogating Contemporary Australian Rural Education Research”, pp. 133-138.

Jo Luck, “Does Geography Shape the Nature of an Educational Innovation?”, pp. 152-158.

Beverley Moriarty and Brian Gray, “Future Directions: A Model for Educational Partnerships in Australia”, pp. 159-163.

Danaher, P. A., Danaher, G. R., & Moriarty, B. J. (Eds.) (in press). *Learning as rural engagement: Dilemmas and strategies in promoting education in rural areas*. Double theme issue of *Education in Rural Australia*.

Bernadette Walker-Gibbs, “Social Entrepreneurship and Partnerships with Regional and Remote Schools”.

Barbara Hartley, “Multi-lingualism and Local–Global Identities: Japanese Language Education in Rural Australia”.

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Judith Elizabeth Brown and Pauline McNee, “Where Do I Find the Music for That? Developing Skills in Information Literacy for Tertiary Music Students”, pp. 68-73.

James L. Callan, “Knowledge Management As an Outcome of Sustaining Team Learning: Hyperlinks to Effect Corrective Feedback”, pp. 73-81.

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Julie Willans and Jennifer Simpson, "'Somewhere and Some Time I Changed': Student Voices from an Enabling Program", pp. 378-383.

Karen Windeknecht and Paul Hyland, "When Lifelong Learning Isn't Enough: The Importance of Individual and Organisational Unlearning", pp. 389-395.

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Laurel Hunt, "Experiential learning and teaching Aboriginal and Torres Strait Islander students", pp. 40-42.

Bobby Harreveld, Patrick Alan Danaher and Máirín Kenny, "VET Delivery in a Queensland Regional Community: Issues and Implications", pp. 64-67.

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Julie Fleming and Jacky Cribb, "New Technologies and New Languages for New Workplaces".

Karen Windeknecht, "Productive Diversity in Changing Realities of Distance Education: Is Online Group Assessment the Answer?".

Bernadette Walker-Gibbs, "Multiliteracies Through post-Literacy Lenses".

R. E. (Bobby) Harreveld and Patrick Alan Danaher, "Private and Professional Lives, Pedagogical Work and Situated Learning: The Multiliteracies of Distance Education".

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Jeanne McConachie, Patrick Alan Danaher, Jo Luck and David Jones, "Central Queensland University's Course Management Systems: Accelerator or Brake in Engaging Drivers of Change in Regional Australia's Open and Distance Learning Provision?".

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Jeanne McConachie and Jenny Simpson, "Social Entrepreneurship: An Australian University Transforms a Regional Community Through Diversity and Innovation", pp. 95-111.

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Julie Bradshaw and Leone Hinton, "Benefits of an Online Discussion List in a Traditional Distance Education Course".

Daniel Teghe and Bruce Allen Knight, "Productivist Education Vs. Contextual Learning: Evaluation and the Place of 'Flexibility' in Discourses of Online Education Systems".

Fons Nouwens, Jan Thomson, Elaine Ross, R. E. (Bobby) Harreveld and P. A. Danaher, "Evaluation Perspectives: Interrogating Open and Distance Education Provision at an Australian Regional University".

Phillipa Sturgess and Fons Nouwens, "Evaluation of Online Learning Management Systems".

Beth Tennent and Paul Hyland, "The WebCT Discussion List and How It is Perceived".

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Ann-Marie Priest, "Think Global, Act Local: Using the Internet to Facilitate Transformative Learning in Regional Universities".

CONCEPTS, ELEMENTS, ISSUES AND TECHNOLOGIES IN TEACHING AND LEARNING AT CENTRAL QUEENSLAND UNIVERSITY

CONCEPTS	ELEMENTS	ISSUES	TECHNOLOGIES
Actor-network theory	Communication Learning Centre	Age issues in teaching and learning	Blackboard
Assessment for learning	Discipline specific courses (e.g, Business, Education, Engineering, Music, Nursing)	Assignment tracking	Bulletin boards
Authentic assessment and learning	Indigenous Tertiary Entrance Program	Assuring the quality of teaching and learning	CD-Roms
Communities of practice	Mathematics Learning Centre	Balancing collaboration and competition in student learning	Content management system
Commodification of knowledge	Re-entry students	Balancing content knowledge and generic skills	Course resources online
Competency-based assessment and learning	Research higher degree students	Changing student demographics and characteristics	Discussion lists
Constructivism	Skills for Tertiary Education Preparatory Studies program	Designing effective assessment tasks	Electronic mail
Contextual learning		Developing innovations	Internet
Criterion-referenced assessment and learning		Developing students' literacies and skills in using particular technologies	Interactive videoconferencing
Deep learning		Developing university–community partnerships	Print-based materials
Discourse		Electronic submission and marking of student assessment	Reusable learning objects

Educational marginalisation		Engaging with Central Queensland University's communities and stakeholders	Teleconferencing
e-Learning		Enhancing the first year student experience	WebCT
Enterprise systems		Ensuring the cultural appropriateness of teaching and learning	Webfuse
Evaluation interests		Equity of access to particular technologies	Websites
Experiential learning		Evaluating teaching and learning programs	Zing Team Learning System
Flexible learning		Evaluating technology options	
Formal learning		Facilitating generic skills and graduate attributes	
Globalisation		Facilitating online discussion	
Informal learning		Gender issues in teaching and learning	
Information literacy		Implementing student peer and self-assessment	
Innovation		Increasing student retention and reducing student attrition	
Just in time learning/training		Integrating teaching and learning policies	
Knowledge management		Locality issues in teaching and learning	
Learned optimism		Managing cross-campus teaching and learning	
Learning communities		Managing sustainable staff and student workloads	
Lifelong learning		Mentoring and supporting students	
Localisation		Online group work and group assessment	
Multilingualism		Preventing plagiarism	
Multiliteracies		Providing feedback on student learning	

Multiple intelligences		Providing staff and student training with particular technologies	
Norm-referenced assessment and learning		Reciprocal cross credits	
Open learning		Recognition of prior learning	
Outcomes-based assessment and learning		The spiritual dimension of teaching and learning	
Perspective transformation		Timed online quizzes	
Postcompulsory pathways			
post-Literacy			
Problem-based learning			
Productivist education			
Professional identities			
Resilience			
Shadow systems			
Situated learning			
Social capital			
Social entrepreneurship			
Social presence			
Strategic learning			
Student engagement			
Subcultures			
Surface learning			
Transformative learning			

SOME POSSIBLE DEVELOPMENTS AND DIRECTIONS IN TEACHING AND LEARNING AND TECHNOLOGIES AT CENTRAL QUEENSLAND UNIVERSITY

- Blended learning versus specialised technologies
- Content knowledge versus generic skills
- Institutional consistency versus individual and team flexibility
- One or more course/learning management systems
- Reproductivist, constructivist and transformative views of knowledge creation and dissemination
- Reusable learning objects versus context specific teaching and learning
- The role of technologies in linking Central Queensland Universities with its multiple communities and stakeholders
- The role of technologies in fostering student retention
- Sustainable workloads for students and staff members
- Virtual spaces for collaborative learning, postgraduate supervision, research and teaching